DOCUMENT RESUME

ED 382 730 UD 030 414

AUTHOR	Slavin, Robert E.
TITLE	Cooperative Learning and Intergroup Relations.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	95
CONTRACT	R-117-R90002
NOTE	7p.; Chapter 35 in the "Handbook of Research on Multicultural Education," p628-34. See UD 030 379.
AVAILABLE FROM	Individual chapters not available separately.
PUB TYPE	Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Cooperative Learning; Desegregation Effects; Elementary Secondary Education; *Ethnic Groups; Friendship; Grouping (Instructional Purposes); *Intergroup Relations; Literature Reviews; Minority Groups; Peer Relationship; *School Desegregation; Teaching Methods

ABSTRACT

this paper reviews the research on cooperative learning methods, with an emphasis on understanding the complex changes that occur in both classroom organization and student friendship patterns when cooperative, integrated learning groups are used in the desegregated classroom. Cooperative learning methods explicitly use the strength of the desegregated school and the presence of students of different races or ethnicities, to enhance intergroup relations and other outcomes. Results of studies relating cooperative learning to intergroup relations clearly indicate that when students work in ethnically mixed cooperative-learning groups, they gain in cross-ethnic friendships. This research indicates that the effects of cooperative learning on intergroup relations are strong and lasting. Practical implications of these findings are unambiguously supportive of implementing contact theory in the desegregated classroom. (Contains 50 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****